**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 2 Week 1 Story Title: Penguin Chick**

**Monday**- Use TE DI 2- 1) Preteach Phonics- Syllable Patterns V/CV & VC/V- write *silent* on mini dry erase board & explain: If a syllable ends with a vowel, the vowel is usually long. If a syllable ends with a consonant, the vowel sound is usually short. If you don’t know with which syllable the consonant goes, you can read the word both ways. Cover ent. If the consonant ends the 1st syllable, I would say the word with a short I (sil ent) That doesn’t sound right. I’ll try putting l with the 2nd syllable; cover lent. Now I’ll say the 1st syllable with a long i: si lent. That’s it! That’s a word I know. Write & repeat this procedure with solid, melon, human 2) Preview Decodable Reader 6 *Jason’s Music*: Read/discuss words: Review the words on Decodable Reader pg 41; blend the following story words: pounded, borrowed, worried, & suggested. Discuss the meaning of the words, too. 3) Preview Decodable Reader 6 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will practice reading it orally with the teacher.

**Tuesday**- Use TE DI 4- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: cuddles, flippers, frozen, hatch, pecks, preen, & snuggles 2) Practice decoding/reading/slashing out syllables with Multisyllabic Words: Write toboggan & model how to decode it when there are no meaningful word parts by saying: I see a chunk at the beginning of the word: to. I’ll split the rest of the word into 2 chunks, between the 2 g’s. In the middle I see bog. At the end I see gan. I say each chunk slowly: to bog gan. I say the chunk fast to make a whole word: toboggan. If I change the vowel sound in the first & last chunks a little, I can see the word is toboggan. Teacher will do the same routine with words: webbed, rookery, shuffles, nursery, slippery, waterproof, & headfirst. 3) Choral/Echo read typed version of Decodable Reader 6 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI 6 &157-159, & 161- 1) Target Skill- Main Idea & Details with textbook page 157, & discuss the meanings. Reread pg 157 while discussing the Main Idea & 2 Details from the page & draw a graphic organizer. 2) Target Strategy- Graphic Organizers with textbook page 161. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 6- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 6- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.